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ABSTRACT

This curriculum guide describes in detail the Typing I and II curriculum at Fitch Senior High School, Groton, Connecticut, that can be taken for six hours of credit at Mohegan Community College. The articulated course was developed by a committee of teachers from both schools. For each typing course, the following information is provided: course description, objectives, materials and methods, credit transfer policy, course outline, course syllabus for Mohegan, curriculum guide for Fitch, and sample final exams for both institutions. An appendix contains sample handouts for typing practice. (KC)

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ADVANCE INTO MOHEGAN

PREPARED BY

ROBERT E. FITCH SENIOR HIGH SCHOOL
AND
MOHEGAN COMMUNITY COLLEGE

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

BY

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PREFACE

A proposal with the objective to design a competency based curriculum that would enable students at Robert E. Fitch Senior High School, Groton, Connecticut, to receive credit towards Fitch High School graduation and Mohegan Community College was submitted to the Bureau of Vocational-Technical and Adult Education, Connecticut State Department of Education, by Angela McLean, Professor of Office Administrative Careers and Coordinator of the Business/Math/Technical Department at Mohegan Community College with the support of the faculty in the department and the administration.

A committee made up of teaching faculty from both schools analyzed the curriculum at Fitch and Mohegan to determine the feasibility of awarding Mohegan credit for specific Fitch courses. Members of the committee from Fitch were Lana Flynn, Business Department Head; Linda Lorinsky, Typing; Pat Andrews, Business Math; and Bob Onosko, Accounting. The committee members from Mohegan were Angela McLean, Department Coordinator; Barbara Driscoll, Typing; Alex Markons, Business Math; and Braj Tiwari, Accounting.

A preliminary analysis of the Typing I and II, Accounting I, and Business Math curriculum was conducted and then compared with the same courses at Mohegan. Since it was of utmost importance that we not compromise the quality of the secondary and the college programs of study we were very thorough at this point. We wanted a package of 12 credits but we did not want to compromise the integrity of either program.

It was determined early on that we could not align the Accounting curriculum and that portion was dropped. It was later determined that we were not close enough in the Business Math area and had to drop that portion also. In the future Fitch may offer a third semester of Business Math and at that time we will review the curriculum again.

At this point an in-depth analysis of the Typing I and II curriculum was done. The goals, objectives, content, skill levels, equipment used were compared, and the aligning of the high school and college curricula was completed.

Mohegan Community College awards college credit for the following courses taken at Robert E. Fitch Senior High School:

Take these courses at Fitch	Earn these Mohegan college credits	
Typing I	SEC 111 Typing I	3
Typing II (103 Word Processing)	SEC 112 Typing II	3

Upon graduation from Robert F. Fitch Senior High School, students must enter Mohegan Community College the following fall and will then be given advanced standing.

SEC 111 - TYPING I: SKILL/CONCEPT TO BE LEARNED OR DEVELOPED

I. INTRODUCTION - Course Description from Mohegan Community College Catalog

SEC 111 Typing 1 3 semester hours

Mastery of the keyboard and the correct techniques are the basic components of this course. In addition, the business letter, tabulations, and centering skills are introduced. Students who have acquired skills in typing may elect to take the Typing 1 placement test given the week preceding the beginning of each semester. The Student Services Office makes the arrangements for this test.

II. OBJECTIVES

1. To provide training for developing a skill in operating the typewriter.
2. To develop basic theory and skills essential for typing projects such as memos, letters, manuscripts, and tabulations.
3. To type the letter, figure, and most commonly used symbol keys by touch, using from the beginning the kind of stroking techniques and mental approach that will add to your problem-typing competence as you progress through the course.
4. To use those techniques that have been found to be most efficient in shifting for capitals, in tabulation, in returning the carriage, and in handling other operative parts of your typewriter.
5. To use the basic rules underlying the arrangement of copy on paper and, further, to apply skill and understanding to the production of a variety of letters and reports.
6. To type from printed, script, corrected, and revised copy.
7. To proofread your copy for typographical accuracy and to evaluate its acceptability as a finished piece of work.

III. MATERIALS AND METHODS TO BE USED

Textbook

Mohegan Community College

Duncan, Charles H., Warner, ElVon S., et al. Complete Course - College Keyboarding/Typewriting, 11th Edition. South-Western, 1985.

Robert E. Fitch Senior High School

Chiri, Judith, et al. Houghton Mifflin Typewriting, Keyboard Mastery and Application, Houghton Mifflin Company, 1987, Boston.

Supplementary Materials

1. Dictionary
2. Blackboard
3. Charts
4. Handouts

Teaching Methods

1. Demonstration
2. Lecture

Assignment Schedule at Mohegan Community College

Each student is given a course syllabus which contains a detailed:

Assignment Schedule - list by week the material that will be covered.

Week	1 - 4	Learning the Keyboard
	5 - 6	Vertical/Horizontal Centering Unit
	7 - 9	Letter Unit
	10 - 11	Tabulation Unit
	12 - 13	Manuscripts, Reports and Outlines and Final Exam Review
	14	Final Exam

IV. STATEMENT OF TRANSFER CREDIT

Robert E. Fitch Senior High School students who complete the Typing I curriculum with a minimum Final Grade of B will receive 3 semester hour credits for SEC 111, Typing I at Mohegan Community College when they enroll in the Fall semester immediately following their graduation from Robert E. Fitch Senior High School.

V. COURSE OUTLINE

TYPING I

A. KEYBOARD MANIPULATION

1. Presentation of alphabetic keyboard
2. Continuity of typewriting
3. Use of basic machine parts
4. Kinesthetic control of keyboard
5. Tabulator
6. Shifting
7. Development of speed and accuracy
8. Development of rhythm
9. Using aligning scale
10. Correcting typing errors
11. Rules for number typing
12. Use and meaning of various symbols
13. Timed writings (1-minute--developing to 3 minutes)
14. Developing proofreading techniques--identifying errors

B. VERTICAL AND HORIZONTAL CENTERING

1. Announcements
2. Menus
3. Programs
4. Spread headings
5. Application problems
   a. Typing from script copy
   b. Tables
   c. Centering of two, three, and four-column tables

C. BUSINESS LETTERS

1. Open and mixed punctuation
2. Basic letter styles
   a. Block
   b. Modified block
   c. Modified block with indented paragraphs
   d. Personal letters
3. Letters with special features
   a. Centered line
4. Letter placement
   a. Standard margins
   b. Vertical adjustment
   c. Full and half sheets
5. Special letter parts
   a. Attention line
   b. Subject line
   c. Company name in closing
   d. Reference initials
   e. Enclosure notations
   f. Copy notations
   g. Mailing notations
   h. Postscripts
6. Addressing large and small envelopes
7. Proper folding of letters
8. Carbon copies--assembling, inserting, erasing

D. MANUSCRIPTS

1. Outlines
2. Topbound
3. Unbound
4. Leftbound
5. Footnotes/Endnotes
6. Bibliography
7. Title page
8. Table of contents

SYLLABUS

SEC 111, Typing I

Mohegan Community College
Norwich, Connecticut 06360

Mrs. Barbara Driscoll, Instructor

Office: Room 7, Annex Building

Office Phone: 886-1931, Ext. 252 or
leave message at switchboard.

Office Hours: As posted on my office door.
Others by appointment.

Spring, 1988

Course Title: Typing I
Course Number: SEC 111
Credits: 3 Semester Hours

Course Description

Mastery of the keyboard and the correct techniques are the basic components of this course. In addition, business letters, tabulation, and centering skills are introduced.

Objectives

1. To type the letter, figure, and most commonly used symbol keys by touch, using from the beginning the kind of stroking techniques and mental approach that will add to your problem-typing competence as you progress through the course.

2. To use those techniques that have been found to be most efficient in shifting for capitals, in tabulation, in returning the carriage, and in handling other operative parts of your typewriter.

3. To use the basic rules underlying the arrangement of copy on paper and, further, to apply skill and understanding to the production of a variety of letters and reports.

4. To type from printed, script, corrected, and revised copy.

5. To proofread your copy for typographical accuracy and to evaluate its acceptability as a finished piece of work.

Instructional Modes to be Used

1. Lecture
2. Discussion
3. Lab

Materials of Instruction

College Keyboarding/Typewriting by Duncan, Warner, Langford, Van Huss, 11th Edition.

You will be expected to furnish your own plain paper and correction materials. Business forms will be provided.

Assignments, Test Dates, and Due Dates

Assignments will be made and discussed in class. A Semester Schedule is attached. It is strongly suggested that notes be taken of the discussions held during the semester.

Please put your name, problem number, and due date at top of each assignment and staple all parts together. Save all papers returned to you.

Example: Barbara Driscoll
p. 139, 78b, Prob. 1
Due January 25

Makeups

Makeup tests will be given only if you have notified me or the switchboard prior to the test. No assignments or tests will be accepted after the last class meeting.

Timings

Timings will be given on Mondays starting the week of March 1. We will start with one (1) minute timed writings and progress to three (3) minute timed writings. The final grading scale will be based on three (3) minutes with a five (5) error maximum. Two (2) timings in a speed range will be required to earn that particular grade.

20 wam	=	60%
25 wam	=	70%
30 wam	=	80%
35 wam	=	90%
40 wam	=	100%

Evaluation Procedures

Your final grade will be determined by a combination of production and homework, timings, and the final exam grade.

Production & Homework	1/3
Timings	1/3
Final Exam	1/3
TOTAL	100%

Final Grading Scale

A = 94-100
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D+ = 67-69
D = 63-66
I = Incomplete,
NC = No Credit
P = Pass
W = Withdrawal-Progress Satisfactory
AD = Audit

Attendance Policy

Consistent attendance at class meetings is crucial to success in a skill course. Class instruction and drill provide an opportunity for you to develop the speed, accuracy, and production knowledge necessary for this success. Therefore, you are expected to attend all classes.

Gratuitous cutting is strongly discouraged. You are permitted to miss up to six hours (four 1½ hour classes, two 3 hour classes) of class time for illness or personal business. Students who must miss more than six hours for legitimate reasons should formally withdraw from the course through the Registrar's Office to avoid penalty. Students who miss more than six hours and who do not formally withdraw will receive "No Credit" for the course. Please see me before taking action of any kind.

College Withdrawal Policy

After the Add/Drop Period and before the last class, a student in good standing may withdraw from a course by obtaining a "Withdrawal Request Card" from the Registrar. "Good standing" is defined as "C" work or better in the course. A grade of "W", which does not affect QPA or class standing, is recorded on the student's transcript to indicate formal withdrawal. Failure to withdraw formally from a course may result in academic probation.

You are responsible for staying informed on all assignments, expectations, and class procedures. I reserve the right to revise information contained in this syllabus.

SEMESTER SCHEDULE

Week	
1	Lessons 1-2
2	Lessions 3-7
3	Lessons 8-13
4	Lessons 14-19
5	Centering
6	Numbers & Symbols
7	Block & Modified Block Letter Styles
8	Modified Block with Indented Paragraphs & Special Features
9	Envelopes & Personal Letters
10	Simple Tables
11	Tables with Column Headings
12	Manuscripts
13	Manuscripts Continued & Final Exam Review
14	Final Exam

Test dates will be announced in class.

GROTON PUBLIC SCHOOLS
Groton, Connecticut

R. E. FITCH SENIOR HIGH SCHOOL

BUSINESS EDUCATION DEPARTMENT

101 TYPEWRITING I

CURRICULUM GUIDE
9/88

101 TYPEWRITING I

I. COURSE DESCRIPTION

A beginning typewriting course aimed at promoting student mastery of keyboarding and production skills.

Length: One year - Category III

Prerequisite: None

Credit: One credit

II. COURSE DETAILS

Unless otherwise indicated, the text used for this section of the course is HOUGHTON MIFFLIN TYPEWRITING, KEYBOARD MASTERY AND APPLICATION. Houghton Mifflin Company, 1984, Boston.

III. COURSE OUTLINE

A. Keyboard Mastery - 8 weeks

1. Goals

(a) Student acquisition of a working knowledge of the alphabetic keyboard through the touch system of typing.

2. Objectives

Upon completion of this unit, the student should be able to:

(a) type all alphabetic keys by touch

(b) locate selected parts of the typewriter and use them correctly

(c) use proper techniques in striking the keys and using various machine parts

(d) figure rate of typing speed on timed writings

(e) identify and mark typing errors

(f) set margins for given line lengths

(g) type a minimum of 10 words per minute accurately

3. Suggested Activities

   (a) Lessons 1-31 of Houghton Mifflin TYPEWRITING.

   (b) Achievement Test: Part 1

   (c)

4. Evaluation

   (a) Teacher will evaluate typewriting techniques throughout all stages of the typewriting program.

   (b) Teacher will grade a selective amount of work produced.

   (c) Teacher will use a variety of measurement devices (i.e. short timings, timed writings, self-check quizzes in text, objective examinations).

   (d) Teacher will provide feedback to students so they will be able to evaluate their performance throughout the program.

5. Comments/Suggestions

   Emphasis should be consistently placed on developing good form, correct method, and effective procedure via the technique timing. Only one technique should be evaluated at a time, and appropriate feedback to the learner must be measureable and immediate.

   Technique timings should be given as needed for the following techniques:

   Keyboarding by touch
   Keyboarding without pauses
   Striking the keys properly
   Rotating the wrists so the fingers are at right angles to home key position
   Using proper wrist position
   Keeping stroking action in the fingers
   Positioning the elbows properly
   Using the left and right shift keys properly
   Tabulating properly
   Inserting paper efficiently
   Removing paper efficiently

   Use of a Technique Evaluation Sheet is highly recommended. Student self-evaluation is also recommended.

Teacher demonstration of the following techniques is recommended:

Proper body position at the typewriter
Paper insertion and removal techniques
Carrier return
Tabulating technique
Efficient layout for use of typing materials on desk area
Effective keyboarding rhythm

The aforementioned is contingent upon student ability, effort, and near perfect attendance. It is assumed that the student will make up work missed in order that he/she will be able to master the keyboard.

B. Basic Applications - 7 week

1. Goals

(a) The application of basic keyboarding skills to specific problems for business application (i.e. horizontal and vertical centering, tabulations, block format personal/business letters).

(b) Increase in keyboarding speed and accuracy

2. Objectives

Upon completion of this unit, students should be able to:

(a) center typed words horizontally on the page

(b) center typed copy vertically on full and half sheets

(c) type centered columns and tables with titles

(d) divide words correctly at the end of a typed line by using standard word division rules

(e) correct errors using proper correction techniques

(f) arrange and type personal business letters and business letters in block format

(g) arrange and type mailing addresses in OCR format

(h) demonstrate higher degree of achievement in speed, accuracy, and organization

(i) work independently on projects on a production basis

3. Suggested Activities

(a) Appropriate lessons between Lessons 33-56 in Houghton Mifflin TYPEWRITING.

4. Evaluation

   (a) Ongoing teacher evaluation of student performance

   (b) Self-check quizzes in text

   (c) Objective examinations

   (d) Untimed applications

   (e) Timed applications

   (f) Production examination

   (g) Timed writings

5. Comments/Suggestions

   (a) The automatic centering feature on the electronic typewriter should be introduced to the students during instruction of centering procedures in conjunction with traditional methodology.

C. Basic Applications continued - 15 weeks

1. Goals

   (a) The application of basic keyboarding skills to specific typing of problems for business application.

   (b) Increase in speed and accuracy

2. Objectives

   Upon completion of this unit, students should be able to:

   (a) insert and align typed copy to make corrections

   (b) make changes in typed copy indicated by proofreaders marks

   (c) arrange and type reports in unbound format

   (d) arrange and type short and long quotations

   (e) type superior figures in the body of a report

   (f) type endnotes, bibliography, and title pages for an unbound report

   (g) assemble parts of a report in correct order

   (h) work independently on special office applications, i.e. Travel Agency, Sales and Purchases, Medical Office simulations

3. Suggested Activities

   (a) Appropriate lessons between Lessons 57-108 in Houghton Mifflin TYPEWRITING

   (b) Selected supplemental exercises from auxiliary texts

4. Evaluation

   (a) Ongoing teacher evaluation of student performance

   (b) Self-check quizzes in text

   (c) Objective examinations

   (d) Untimed applications

   (e) Timed applications

   (f) Production examinations

   (g) Timed writings

5. Comments/Suggestions

   (a) The concept of mailable copy should be emphasized throughout this unit.

   (b) Relevant reference materials in decision-making situations should be introduced.

   (c) Proofreading should be an essential component of the testing process.

   (d) Specific functions unique to the electronic typewriter should be incorporated in lesson presentation where appropriate (i.e. superscript code, block indention code, automatic page end code, etc.)

D. Cortez Peters - 6 weeks

1. Goals

   (a) To improve speed and accuracy via the Cortez Peters Diagnostic/Prescriptive program

2. Objectives

   Upon completion of this unit, the student will be able to:

   (a) complete the required charting in an accurate and orderly manner

   (b) improve overall typing technique

(c) increase rate of speed and reduce error rate

(d) maintain "eyes on copy"

(e) type rhythmically with emphasis on correct stroking action

3. Suggested Activities

(a) Program methodology as outlined in THE CORTEZ PETERS CHAMPIONSHIP TYPING DRILLS, Gregg/McGraw-Hill Book Co., 1987.

(b) THE CORTEZ PETERS CHAMPIONSHIP TECHNIQUE PERFECTION IN KEYSTROKING AUDIOCASSETTE TAPES may be used during the fourth week of any given cycle.

(c) Use of motivational awards and certificates is highly recommended.

(d) Teacher should review Mr. Peters' literature on BEHAVIOR MODIFICATION STRATEGIES.

4. Evaluation

(a) Teacher evaluation of student's technique mastery

(b) Teacher analysis of student's reduction of error rate (GWAM, NWAM, CWAM)

(c) Teacher analysis of production as relates to individualized corrective practice

(d) Teacher analysis of increase in student's rate of speed

(e) Accuracy Honor Roll and Rhythmic Typing certificates earned by student

5. Comments/Suggestions

(a) The Cortez Peters Program will be incorporated into the curriculum, but the timetable for implementation will be at the teacher's discretion since class needs and pace must first be addressed.

FINAL EXAM

Typing I, SEC 111

Mohegan Community College
Norwich, Connecticut

Mrs. Barbara Driscoll, Instructor

Spring, 1987

Name_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

SECTION 1--GENERAL INFORMATION

Directions: Indicate your answers to the following questions on the answer sheet provided.

1. How many spaces follow a period at the end of a sentence?
2. How many spaces follow a comma in a sentence?
3. How many spaces follow a semi-colon in a sentence?
4. What is the size of a standard sheet of paper?
5. There are _____ lines on a full sheet of paper?
6. There are _____ lines per inch on a full sheet of paper?
7. There are _____ spaces per inch on a pica machine?
8. There are _____ spaces per inch on an elite machine?
9. The center point on a pica machine is _____ ?
10. The center point on an elite machine is _____ ?

SECTION 2--MANUSCRIPTS, REPORTS

11. The top margin of the second and succeeding pages of an unbound manuscript should be (a) 1 inch; (b) 1½ inches; (c) 2 inches.
12. The title of a manuscript is followed by a (a) single space; (b) double space; (c) triple space.
13. Between the manuscript and dividing line for the footnotes (a) single space; (b) double space; (c) triple space.
14. Between the dividing line and the first footnote (a) single space; (b) double space; (c) triple space.
15. Footnotes are typed beginning (a) even with the left margin; (b) 30 spaces to the right of center; (c) at the same point as the paragraphs in the manuscript.
16. The page number on the second page and subsequent pages of a left-bound manuscript is (a) centered and typed one inch from the bottom edge; (b) typed on the fourth line in the upper right corner even with the right margin; (c) typed at the bottom right three spaces below the manuscript.

17. In the bibliography (a) the first line of each reference is indented five spaces; (b) the second and succeeding lines of each reference are indented 5 spaces; (c) all lines are typed even with the right margin.

18. Long quotes in the body of a manuscript are typed (a) single space; (b) double space; (c) triple space.

19. In a footnote, the superior figure is typed (a) ½ space; (b) 1 space; (c) 1½ spaces; above the line of writing.

20. The bibliography should be put in order according to (a) author; (b) book title; (c) publisher.

A. CENTERING

Instructions: Full sheet; TS below heading; DS remaining lines, reading position; proofread; correct errors

Starting line _____

KAPPA PHI KAPPA is--

invites you to attend the
Fifth Annual Distinguished Lecture
honoring
Dr. Elena Mc Quade Washington
Tuesday evening, May 3, 8 p.m.
Anderson-Robek Hall

B. TABLE

Instructions: A 3-column table; half sheet; exact center; SS body; 6 spaces between columns

Starting line _____

CURRENT CROP FORECAST

(Based on Conditions as of August 1)

Corn	5.85 billion bushels	26% increase
Cotton	9.40 million bales	18% decrease
Soybeans	1.46 billion bushels	18% increase
Tobacco	2.22 billion pounds	12% increase
Wheat	2.14 billion bushels	19% increase

C. LETTER

Instructions: Personal letter in modified block letter style; open punctuation; one original; proofread; correct errors; address a large envelope

2721 Lincoln Street, N. | Stockton, CA 95204 | May 27, 19-- | Mr. Mark L. Barger | 162 Montezuma Road | Stockton, CA 95205 | Dear Mark (A) This afternoon I talked with Edward McNutt from our personnel office; and knowing you will be looking for a job soon, I made some inquiries for you. He mentioned the following openings in your field: (A) Field Auditor: After a year's training, an auditor checks company operations in offices here and abroad. (A) Manager-Trainee: After 18 months' on-job training, a trainee is usually named manager of a small branch. (A) Company Problem-Team Member: Requires meeting on a daily basis with other team members to bring creative thinking to bear on company problems. (A) All of the jobs require a degree in business; they all pay the same starting salary. Let me know if one of them interests you, and I shall send more data. | Cordially yours | Adele Brinks

TYPEWRITING I

Final Examination

1. Warmup
2. Two five minute timings
3. Part C, D, and E use answer sheet provided
4. F & G (Omit Except Business Letters)
5. Job 2 & 3 Part C (Do Business Letters and Envelopes)
6. Job 5 Business Report

C TRUE AND FALSE

Answer		Score
T	F	1. ____
T	F	2. ____
T	F	3. ____
T	F	4. ____
T	F	5. ____
T	F	6. ____
T	F	7. ____
T	F	8. ____
T	F	9. ____
T	F	10. ____
T	F	11. ____
T	F	12. ____
T	F	13. ____
T	F	14. ____
T	F	15. ____
T	F	16. ____
T	F	17. ____
T	F	18. ____
T	F	19. ____
T	F	20. ____

Section C Score ____

D MULTIPLE CHOICE

Answer	Score		
____	1. ____	7.	____
____	2. ____	8.	____
____	3. ____	9.	____
____	4. ____	10.	____
____	5. ____		
____	6. ____		

E COMPLETION

Answer	Score
____	1. ____
____	2. ____
____	3. ____
____	4. ____
____	5. ____
____	6. ____
____	7. ____
____	8. ____
____	9. ____
____	10. ____

25

Section E Score ____

HOUGHTON MIFFLIN TYPEWRITING/Lessons 76–108

Achievement Test 3

UNITS 7–10

	No. of Questions	Point Value	Perfect Score	Student's Score
Section C	20	1	20	
Section D	10	1	10	
Section E	10	1	10	
Section F	30	1	30	
Section G	—	—	130	
TOTAL			200	

A WARMUP

Directions: SS SM 1½" (12), 1" (10) Tab ¶ Type each line twice. DS after each pair.

1 Always prepare for whatever assignments are required of you.
2 The Jazz Park was one of Boxborough's famous city landmarks.
3 Quentin ordered 91,827 coupons; Maxine said to order 36,450.

B GOAL WRITING

Directions: DS Take two 5-minute goal writings. If you finish before time is called, start again. Record your speed and accuracy.

	1'	5'
The Civil Rights Act, which was enacted in 1964 and	11	2
amended in 1972, prohibits hiring practices which discrimi-	23	5
nate against a job applicant because of his or her sex,	34	7
race, religion, or nationality. Any question that relates	46	9
to these factors may not be asked on a job application form.	58	12
Nor can these factors be considered when an employer is hir-	70	14
ing someone. For example, if a manager of a fast-food diner	82	16
wants to hire a new cook, a female who has applied for the	94	19
job may not be turned down because the manager feels that	106	21
cooks are traditionally male or that female cooks are not as	118	24
qualified as male cooks are. Naturally, whenever the manager	130	26
can determine that a female applicant is not as well quali-	142	28
fied as a male applicant, then it is not a violation of the	154	31
Civil Rights Act to hire the male.	161	32

1' | · | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
5' | 1 | 2 | 3

AWL
5.7

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C TRUE AND FALSE

Directions: Each of the statements below is either true or false. If the statement is true, circle the letter T in the Answer column. If the statement is false, circle the letter F.

	Answer		Score
1. Leave two spaces between a number and the percent symbol.	T	F	**1.** ____
2. There are 33 vertical lines to a half sheet of paper.	T	F	**2.** ____
3. Type a comma after the salutation in mixed punctuation.	T	F	**3.** ____
4. Titles of tables should be typed in initial caps.	T	F	**4.** ____
5. Horizontal spacing is spacing up and down the page.	T	F	**5.** ____
6. There are 12 characters to a horizontal inch on an elite typewriter.	T	F	**6.** ____
7. To center a list on a full sheet of paper, subtract the lines to be used from 33.	T	F	**7.** ____
8. Space once after periods following numbers in the divisions of an outline.	T	F	**8.** ____
9. The major divisions of an outline are indicated by Arabic numbers.	T	F	**9.** ____
10. In the modified-block letter format, all lines begin at the left margin.	T	F	**10.** ____
11. In the OCR format, punctuation marks are not used.	T	F	**11.** ____
12. The left margin for a 6-inch line on a 10-pitch typewriter is 15.	T	F	**12.** ____
13. The top margin for the first page of an unbound report is 2 inches.	T	F	**13.** ____
14. The body of a report, except for short quotations, should be double spaced.	T	F	**14.** ____
15. The right margin is wider than the left margin in a leftbound report.	T	F	**15.** ____
16. Endnotes are typed on each page of a report.	T	F	**16.** ____
17. The table of contents for a report should be typed before the body.	T	F	**17.** ____
18. Indent the first line of an endnote 5 spaces; indent the second and succeeding lines of each bibliography entry 5 spaces.	T	F	**18.** ____
19. Space twice before and after a dash.	T	F	**19.** ____
20. An attention line is typed as part of the inside address.	T	F	**20.** ____

Section C Score ____

D MULTIPLE CHOICE

Directions: For each of the following statements, there is only one correct choice or answer among those given. Put the letter of the correct answer in the Answer column.

	Answer	Score
1. No punctuation follows the salutation in (A) open punctuation (B) mixed punctuation (C) closed punctuation.	____	**1.** ____
2. An example of an item that should be typed in all caps is (A) a salutation (B) the mailing address on an envelope (C) a complimentary close.	____	**2.** ____
3. The reference initials on a letter tell who (A) is to receive the letter (B) typed the letter (C) originated the letter.	____	**3.** ____
4. An item never found on an envelope is (A) a subject line (B) an attention line (C) a ZIP Code.	____	**4.** ____
5. When using a standard 6-inch line for letters, the date line placement (A) may vary (B) is always the same (C) is always at the left margin.	____	**5.** ____
6. Pages after the first in a report are known as (A) supplementary pages (B) continuing pages (C) extra pages.	____	**6.** ____

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	Answer	Score
7. The center point for a leftbound report is (A) the same as for an unbound report (B) to the right of the normal center point (C) to the left of the normal center point.	_____	**7.** _____
8. To leave a 2-inch top margin, begin typing on line (A) 6 (B) 12 (C) 13.	_____	**8.** _____
9. The page number on continuing pages of an unbound report is typed 2 spaces before the right margin on line (A) 2 (B) 4 (C) 6.	_____	**9.** _____
10. The mailing address on an envelope is typed using (A) double spacing (B) triple spacing (C) single spacing.	_____	**10.** _____

Section D Score [ ]

E COMPLETION

Directions: Complete each statement by writing the appropriate word, number, or phrase in the Answer blank.

	Answer	Score
1. The body of a report should be ____ spaced.	_____	**1.** _____
2. An alphabetical listing of the reference sources of a report is a(n) ____.	_____	**2.** _____
3. A(n) ____ is made by typing a series of 3 periods.	_____	**3.** _____
4. To center vertically on a half sheet a table requiring 21 lines, begin typing on line ____.	_____	**4.** _____
5. Leave ____ spaces between the two-letter state abbreviation and the ZIP Code.	_____	**5.** _____
6. The top margin for continuing pages of an unbound report is ____.	_____	**6.** _____
7. Between individual bibliography entries, leave a ____ space.	_____	**7.** _____
8. The horizontal center of a 10-pitch typewriter for a leftbound report is ____.	_____	**8.** _____
9. The left margin for leftbound reports should be ____ inch(es).	_____	**9.** _____
10. The mark of punctuation following the salutation of a letter using mixed punctuation is a(n) ____.	_____	**10.** _____

Section E Score [ ]

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F LANGUAGE ARTS

Directions: SS Begin on line 12 on a full sheet of paper. Type each of the following sentences, supplying the correct punctuation and capitalization as needed.

1. A water repellant substance kept the material dry
2. On monday, september 7, they celebrated labor day
3. Ruth was scheduled for typing I and a math course.
4. We used Johns truck to remove the storms debris
5. The childrens park was used for the towns rally
6. The four players uniforms were tattered and torn
7. Matt and Hwans first song was played by the band
8. Rays and Tinas teams were to play in the finals.
9. after all, Jorge said, it is important to try.
10. Lulu said that everything went well after monday.
11. The ozone antique shoppe sells chinese paintings.
12. Tony was concerned therefore about the members.
13. On the contrary it was easy to convince Ms. Day.
14. He thought it would be a warm windy summer day.
15. When you return from lunch stop by to see Larry.
16. sit up straight, keep quiet, hold your head up.
17. prepare yourself for the future, Mr. Dent said.
18. By the way that assignment was due last tuesday.
19. Losing that game however is not that important.
20. In history I, he learned about the english kings.
21. Elizabeths typing skill was valuable in college.
22. During the month of april, Dawn goes to colorado.
23. You should take latin, Mrs. Cassady told Harry.
24. It was a two day workshop conducted by zoom, inc.
25. Ann, Lee, and Dons report was to be given today.
26. By the way you should report to work on july 26.
27. The mens and womens departments are now closed.
28. Mr. Willis job is to handle customer complaints.
29. Needless to say the new equipment raised morale.
30. Although she was late Helen finished the report.

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G APPLICATIONS

JOB 1 Outline

Directions: Full sheet Type in outline format and make corrections as indicated.

REPORT ON ADVERTISING SURVEY — center

I. Desired Information the for Study
A. Degree of recognition of Marco Products
B. desirability of future advertising campaign
1. Within the county
2. In adjacent cities
II. Extent of the Study
A. I. Households in Levine County
1. Subscribers to Levine Gazette
2. Owners of at least one television set
B. Households in Adjacent counties
III. Methods of the Survey
A. Door-to-door canvass
B. Questionaire
C. product recognition display
IV. Findings of the Survey
A. High recognition by householders
B. C. high utilization of March products
V. ~~Consusions~~ Conclusions
A. High receptivity to advertising
B. High recognition of products
C. High utilization factor

JOB 2 Business Letter

Directions: Letterhead/Envelope Block format Open punctuation Body: 78 words

Ms. Lanella Brown / 641 Simpson Street / Dubuque, IA 52001-1780 / (Supply salutation) / When you are planning your vacation, don't forget to consider Lake Splendor. Our family vacation plans represent one of the best vacation bargains in the country today. ¶ For only $300, a family of four can enjoy a solid week of swimming, boating, fishing, and just plain loafing in a quiet, restful setting. All accommodations and meals are included in this plan. ¶ If you are interested in learning more, just return the enclosed card. We'll answer all your questions promptly. /(Supply complimentary close) / Jean Royer / Manager / Enclosure

JOB 3 Business Letter

Directions: Letterhead/Envelope Block format Mixed punctuation Body: 90 words

(Send this letter to the Apex Corporation, Attention Office Manager, 468 Central Avenue, Sioux Falls, SD 57138.) The new Quik-writer pen can help

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your employees write checks, messages and instructions more rapidly and legibly. Its specially designed barrel is easy to hold, and its long-lasting felt tip makes writing a breeze. ¶ In comparison tests conducted throughout the country, the Quik-writer won hands down against other pens. Users rave over its good looks and its good-looking results. ¶ Make it a point to check out the new Quik-writer pen for your staff. We'll be glad to send you a free sample on request / Ray Ryan / Sales Manager

JOB 4 Business Letter

Directions: Letterhead/Envelope Block format Mixed punctuation Send the letter in Job 3 above to Pony Express Couriers, Attention Office Supervisor, 3789 Boyles Street, Jackson, MS 70176.

JOB 5 Business Report

Directions: Type the report "Exercise and Health" and the endnotes page in leftbound format. Type your name as author.

Exercise is critical to good health. Everyone benefits from exercise in moderate amounts. A good plan of daily activity and exercise should be a part of your daily routine. / The Concern ¶ As people grow older and fall into the routine of daily living, they tend to exercise much less and lead more sedentary lives. Such living patterns can contribute to many health problems.[1] In order to combat these potential health problems, a plan of regular activity and exercise must be developed and made a part of one's daily routine. / The Plan ¶ Every individual who plans to implement an exercise program should consult with his or her physician before beginning.[2] This is especially true with older individuals, individuals who are overweight, and individuals who have special health problems. ¶ There are many ways to develop and follow an exercise plan. There are reputable health clubs staffed by individuals trained to help set up and follow a program at just the right pace. The National Health Club Association provides such assistance to more than 700,000 individuals every year.[3] Member clubs provide assistance in setting up an exercise program and make suggestions for diet that can help begin the journey to good health. ¶ Once a plan is developed, it should be followed faithfully. The longer one is able to stick to the plan, and the more consistent the activity, the quicker one can expect to reach a state of robust health. Sporadic exercise, especially very strenuous exercise, can actually be harmful rather than helpful.[4] After a few weeks of regular exercise, one can really begin to see and feel the results. Unwanted pounds begin to vanish, a healthy glow returns, and a general feeling of well-being envelops the individual.[5] / Summary ¶ Everyone likes to feel healthy. Most Americans today, because they fall into the routine of eating too much and exercising too little, gradually lose their physical fitness.[6] It takes time to reach the state of poor health, and it takes time to regain good health. A good plan, perhaps developed and supervised by trained individuals at a reputable health club, can be an invaluable aid to getting back in shape. Consider exercise. It's good for your health!

NOTES

1. "Exercise—The Key to Health," Healthy Living, May 1983, p. 68 / 2. Raymond Fletcher, Five Keys to Good Health (Boston: ABC Publishers, 1981), p. 136. / 3. Fletcher, pp. 47-48. / 4. "Exercise—The Key to Health," p. 70. / 5. Fletcher, p. 51. / 6. "Exercise—The Key to Health," p. 72.

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GONZALEZ TRAVEL AGENCY

113 Broadway San Francisco, CA 94101 Telephone: 415-232-5065

Gonzalez Travel Agency
113 Broadway
San Francisco, CA 94101

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731 Del Paso Boulevard, Sacramento, CA 95815

CENTRAL OFFICE SUPPLY

Central Office Supply
731 Del Paso Boulevard
Sacramento, CA 95815

35

Central Office Supply
731 Del Paso Boulevard
Sacramento, CA 95815

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SEC 112 - TYPING II: SKILL/CONCEPT TO BE LEARNED OR DEVELOPED

I. INTRODUCTION - Course Description from Mohegan Community College Catalog

SEC 112 Typing II 3 semester hours

Emphasis in this course is on the development of speed and accuracy. In addition, students learn how to prepare different business letter styles, manuscripts, complex tabulations, and reports. Prerequisite: SEC 111

II. OBJECTIVES

1. To further develop initial skills learned in the beginning typewriting course.
2. To develop a higher degree of quality and control.
3. To develop good work habits and attitudes.
4. To stress the importance of knowledge factors and a good production.
5. To develop typing speed and accuracy.
6. To become proficient in typing standard business forms, business letters, manuscripts, and tables.
7. To develop a knowledge of business world standards in evaluating completed documents.
8. To develop a positive attitude toward effective proofreading.
9. To increase the student's proficiency in language arts.

III. MATERIALS AND METHODS TO BE USED

Textbook

Mohegan Community College

Duncan, Charles H., Warner, ElVon S., et al. Complete Course - College Keyboarding/Typewriting, 11th Edition. South-Western, 1985.

Robert E. Fitch Senior High School

Chiri, Judith, et al. Houghton Mifflin Typewriting, Keyboarding Mastery and Application, Houghton Mifflin Company, 1987, Boston.

Supplementary Materials

1. Laboratory Materials, Intermediate (Division 2, Lessons 76-150)
2. Dictionary
3. Blackboard
4. Charts
5. Handouts

Teaching Methods

1. Demonstration
2. Lecture

Assignment Schedule at Mohegan Community College

Each student is given a course syllabus which contains a detailed:

Assignment Schedule - list by week the material that will be covered.

Week	1	Syllabus Discussion, Drills
	2 - 4	Letter Unit
	5 - 6	Tabulation Unit
	7	Memo, 1/2 Size Stationary, and Post Cards
	8 - 10	Manuscripts, Reports and Outlines
	11	Forms
	12	Employment Unit
	13	Decision-Making Skills
	14	Review, Drills, and Timings
	15	Final Exam

IV. STATEMENT OF TRANSFER CREDIT

Robert E. Fitch Senior High School students who complete the Word Processing curriculum with a minimum Final Grade of B will receive 3 semester hour credits for SEC 111, Typing I, and 3 semester hour credits for SEC 112, Typing II, for a total of 6 semester hour credits at Mohegan Community College when they enroll in the Fall semester immediately following their graduation from Robert E. Fitch Senior High School.

V. COURSE OUTLINE

TYPING II

A. KEYBOARD MANIPULATION

1. Development of speed and accuracy
2. Development of rhythm
3. Using aligning scale
4. Correcting typing errors
5. Rules for number typing
6. Use and meaning of various symbols
7. Timed writings (1-minute--developing to 5 minutes)
8. Developing proofreading techniques--identifying errors

B. BUSINESS LETTERS

1. Open and mixed punctuation
2. Basic letter styles
   a. Block
   b. Modified block
   c. Modified block with indented paragraphs
   d. AMS simplified
   e. Personal letters
3. Letters with special features
   a. Centered line
4. Letter placement
   a. Standard margins
   b. Vertical adjustment
   c. Full and half sheets
5. Special letter parts
   a. Attention line
   b. Subject line
   c. Company name in closing
   d. Reference initials
   e. Enclosure notations
   f. Copy notations
   g. Mailing notations
   h. Postscripts
6. Addressing large and small envelopes
7. Proper folding of letters
8. Carbon copies--assembling, inserting, erasing

C. TABLES

1. Typing from script copy
2. Spread headings
3. Centering of two, three, and four-column tables
4. Statistical typing
5. Ruled, boxed, and braced tables

D. FORMS

1. Memorandums
2. 1/2 Size Stationary
3. Post Cards

E. MANUSCRIPTS

1. Outlines
2. Topbound
3. Unbound
4. Leftbound
5. Footnotes/Endnotes
6. Bibliography
7. Title page
8. Table of contents

F. PRINTED FORMS

1. Purchase Requisition
2. Purchase Order
3. Invoice
4. Statement of Account
5. Invoice of Equipment

G. EMPLOYMENT ACTIVITIES

1. Letters of application, acceptance, and thank you
2. Resume
3. Application forms

H. DECISION-MAKING SKILLS

1. Composing at keyboard
2. Following directions
3. Typing from unarranged copy
4. Capitalization and punctuation skills

SYLLABUS

SEC 112, Typing II

Mohegan Community College
Norwich, Connecticut 06360

Mrs. Barbara Driscoll, Instructor

Office: Room 7, Annex Building

Office Phone: 886-1931, Ext. 252 or
leave message at switchboard.

Office Hours: As posted on my office door.
Others by appointment.

Spring, 1988

Course Title: Typing II
Course Number: SEC 112
Credits: 3 Semester Hours
Prerequisite: Typing I or equivalent

Course Description

Emphasis in this course is on the development of speed and accuracy. In addition, students learn how to prepare different business letter styles, manuscripts, complex tables, and reports.

Objectives

1. To further develop initial skills learned in the beginning typewriting course.
2. To develop a higher degree of quality and control.
3. To develop good work habits and attitudes.
4. To stress the importance of the knowledge factors and a good production rate.
5. To develop typing speed and accuracy.
6. To become proficient in typing standard business forms, business letters, manuscripts, and tables.
7. To use the basic rules underlying the arrangement of copy on paper and, further, to apply skill and understanding to the production of a variety of letters and reports.
8. To type from printed, script, corrected, and revised copy.
9. To proofread your copy for typographical accuracy and to evaluate its acceptability as a finished piece of work.

Instructional Modes to be Used

1. Lecture
2. Discussion
3. Lab

Materials of Instruction

Textbook - COLLEGE TYPEWRITING, Complete Course, Tenth Edition by Wanous, Duncan, Warner, Langford.

Laboratory Materials, Division 2, Lessons 76-150.

You will be expected to furnish your own plain paper and correction materials.

Assignments, Test Dates, and Due Dates

The assignments for each week will be discussed and assigned on Tuesday so any questions you have may be answered then. A Semester Schedule is attached. It is strongly suggested that notes be taken of the discussions held during the semester.

Please put your name, problem number, and due date at the top of each assignment and staple all parts together. Save all papers returned to you.

Example: Barbara Driscoll
p. 139, 78b, Prob. 1
Due January 25

Makeups

Makeup tests will be given only if you have notified me or the switchboard prior to the test. No assignments or tests will be accepted after the last class meeting.

Timings

Timings will be given on Thursdays. The grading scale will be based on five (5) minutes with a four (4) error maximum. Two (2) timings in a speed range will be required to earn that particular grade.

35 wpm	=	60%
40 wpm	=	70%
45 wpm	=	80%
50 wpm	=	90%
55 wpm	=	100%

Evaluation Procedures

Your grade will be determined by a combination of production and homework, timings and the final exam grade.

Production & Tests	1/3
Timings	1/3
Final Exam	1/3
TOTAL	100%

Final Grading Scale

A = 94-100
A- = 90-93
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D+ = 67-69
D = 63-66
I = Incomplete
NC = No Credit
P = Pass
W = Withdrawal-Progress Satisfactory
AD = Audit

Attendance Policy

Consistent attendance at class meetings is crucial to success in a skill course. Class instruction and drill provide an opportunity for you to develop the speed, accuracy, and production knowledge necessary for this success. Therefore, you are expected to attend all classes.

Gratuitous cutting is strongly discouraged. You are permitted to miss up to six hours (four 1½ hour classes, two 3 hour classes) of class time for illness or personal business. Students who must miss more than six hours for legitimate reasons should formally withdraw from the course through the Registrar's Office to avoid penalty. Students who miss more than six hours and who do not formally withdraw will receive "No Credit" for the course. Please see me before taking action of any kind.

College Withdrawal Policy

After the Add/Drop Period and before the last class, a student in good standing may withdraw from a course by obtaining a "Withdrawal Request Card" from the Registrar. "Good standing" is defined as "C" work or better in the course. A grade of "W", which does not affect QPA or class standing, is recorded on the student's transcript to indicate formal withdrawal. Failure to withdraw formally from a course may result in academic probation.

You are responsible for staying informed on all assignments, expectations, and class procedures. I reserve the right to revise information contained in this syllabus.

SEMESTER SCHEDULE

Week 1	(January 19 and 21) SYLLABUS DISCUSSION, DRILLS	
Week 2	(January 26 and 28) LETTERS, ENVELOPES, ETC.	Due Date: February 2
Week 3	(February 2 and 4) LETTERS, ENVELOPES, ETC.	Due Date: February 9
Week 4	(February 9 and 11) LETTERS, ENVELOPES, ETC.	Due Date: February 16
Week 5	(February 16 and 18) TABLES	TEST ON LETTERS: February 18 Due Date: February 23
Week 6	(February 23 and 25) TABLES	Due Date: March 1
Week 7	(March 1 and 3) MEMO, 1/2 SIZE STATIONERY AND POST CARDS	Due Date: March 8
Week 8	(March 8 and 10) MANUSCRIPTS	TEST ON TABLES: March 10 Due Date: March 22

Week 9	(March 22 and 24)	TEST ON MEMO, 1/2 SIZE STATIONERY, POST CARDS: March 24
	MANUSCRIPTS	Due Date: March 29
Week 10	(March 29 and 31)	Due Date: April 5
	MANUSCRIPTS	
Week 11	(April 5 and 7)	TEST ON MANUSCRIPTS: April 7
	FORMS	Due Date: April 12
Week 12	(April 12 and 14)	Due Date: April 19
	APPLICATION LETTERS, DATE SHEET AND EMPLOYMENT APPLICATION	
Week 13	(April 19 and 21)	Due Date: April 26
	COMPOSING AT THE TYPEWRITER AND FOLLOWING DIRECTIONS	MAKE UP WORK DUE: April 28
Week 14	(April 26 and 28)	
	REVIEW FOR FINAL EXAM, DRILLS AND TIMINGS	
Week 15	(May 3 and 5)	
	FINAL EXAM	

GROTON PUBLIC SCHOOLS
Groton, Connecticut

R. E. FITCH SENIOR HIGH SCHOOL

BUSINESS EDUCATION DEPARTMENT

103 WORD PROCESSING

CURRICULUM GUIDE
9/88

103 WORD PROCESSING

I. COURSE DESCRIPTION

A continuation course aimed at increasing keyboarding proficiency and acquiring word processing techniques.

Length: One year - Category III

Prerequisite: Typewriting I or Personal-Use Typing if taken concurrently with Stenography I

Credit: One credit

II. COURSE DETAILS

The units prepared for this curriculum guide are based on texts and equipment available during the 1987-88 school year. New material relevant to the current business trends may be added to the materials and methods of instruction whenever possible. This may necessitate the elimination or adjustment of units selected within this guide.

Textbook

Chiri, Judith A et al HOUGHTON MIFFLIN TYPEWRITING, Boston, 1987.

Supplemental Materials

Jones, Ellis J. and David H. Kane. PROOFREADING PRECISION, Ohio: South-Western Publishing Co., 1982.

Peters, Cortez. THE CORTEZ PETERS CHAMPIONSHIP TYPING DRILLS, New York: McGraw-Hill Book Company, 1987.

Grill, George P. REPORT TYPING, Cincinnati: South-Western Publishing Co., 1980.

Beaumont, Johnson and Dye. SPEED AND CONTROL BUILDERS, Cincinnati: South-Western Publishing Company, 1985.

Audiovisual Materials

GUIDE TO MICROCOMPUTING by bergwall FS&C 001.64 C

ABOUT COMPUTERS IBM distributed by Modern Talking Picture Service, Inc.

COMPUTER CRIME by The Production Group

III. COURSE OUTLINE

See Topic Outline and Syllabus Organization

1. Goals

(a) To develop a competent keyboard operator who will be knowledgeable in the operation of the microcomputer word processing package and in proper formatting for business applications.

2. Objectives

(a) to further develop the initial skills learned in the beginning keyboarding course

(b) to develop a higher degree of quality and control

(c) to develop good work habits and attitudes

(d) to stress the importance of knowledge factors and a good production

(e) to improve keyboarding speed and accuracy

(f) to increase proficiency in the production of standard business forms, business letters, manuscripts, and tables

(g) to incorporate a knowledge of business world standards in evaluating completed documents

(h) to develop a positive attitude toward effective proofreading

(i) to increase the student's proficiency in language arts

(j) to effectively utilize a word processing package

TOPIC OUTLINE

A. Keyboard Manipulation

1. Speed and accuracy development
2. Development of rhythm
3. Using aligning scale
4. Rules for number typing
5. Use and meaning of various symbols
6. Timed writings (1-minute--developing to 5 minutes)
7. Developing proofreading techniques--identifying erros
8. Correcting errors

B. Business Letters

1. Open and mixed punctuation
2. Basic letter styles
   a. block
   b. modified block
   c. modified block with indented paragraphs
   d. AMS simplified
   e. personal letters
3. Letters with special features
   a. centered lilne
4. Letter placement
   a. standard margins
   b. vertical adjustment
   c. full and half sheets
5. Special Letter Parts
   a. attention line
   b. subject line
   c. company name in closing
   d. reference initials
   e. enclosure notations
   f. copy notations
   g. mailing notations
   h. postscripts
6. Addressing Large and Small Envelopes
7. Proper Folding of Letters
8. Proofreading
   a. What is proofreading? Why is it important?
   b. Typing errors
   c. Spelling errors
   d. Grammatical errors
   e. Formatting errors
   f. Numerical errors
   g. Content errors

C. Tables
1. Typing from script copy
2. Spread headings
3. Centering of two, three, and four-column tables
4. Statistical typing
5. Ruled, boxed, and braced tables

D. Form
   1. Memorandums
   2. Half-size stationery
   3. Post cards

E. Manuscripts
   1. Outlines
   2. Unbound
   3. Topbound
   4. Leftbound
   5. Footnotes/Endnotes
   6. Bibliography
   7. Title page
   8. Table of contents
   9. Related manuscripts
      a. News release
      b. Agendas
      c. Minutes of meetings
      d. Itineraries

F. Printed Forms--Visual Presentation Only
   1. Purchase Requisition
   2. Purchase Order
   3. Invoice
   4. Statement of Account
   5. Invoice of Equipment

G. Employment Activities
   1. Letters of application, acceptance, and thank you
   2. Resume
   3. Application forms--visual presentation only

H. Decision-Making Skills
   1. Composing at keyboard
   2. Following directions
   3. Typing from unarranged copy
   4. Capitalization and punctuation skills

I. Microcomputer Powerup Procedures
   1. Care and use of diskettes and equipment
   2. Reference manual utilization
   3. System components functions

J. Creating a Document
   1. Menu defaults
   2. Cursor movement on menus
   3. Screen page
   4. Cursor movement on format line
   5. Saving and recalling a document

K. Document Manipulation
   1. Insert/delete
   2. Margin variations
   3. Regular tab
   4. Line spacing

5. Move sections
6. Copy sections
7. Hyphenation of document
8. Search and replace
9. Repaginating
10. Merging
11. Headers and footers
12. Align
13. Automatic center
14. Block
15. Decimal tab
16. Indent tab
17. Handing indent
18. Orphan/widow lines
19. Word Wrap (hard and soft return)

L. Print Options and Printer Operation

M. Skill Building Unit (optional)
   1. Cortez Peters, Jr. Program--Diagnostic Procedures and Drills

N. Simulation Unit (optional)

SYLLABUS/ORGANIZATION

Quarter 1

- Computer operations instruction
- Scripsit loading
  - Create a document
  - Insert, delete, tab functions
- Manuscripts--1 to 2 pages
  - Title page
  - Endnotes
- Memorandums
  - Proofreading skills
- Letters
  - Block and modified block format with special features
- Timings for speed evaluation
- Program functions
  - Edit the tab line
  - Change margins for existing text
  - Insert/Delete
  - Block action
  - Keyboard manipulations
  - Automatic centering
  - Vertical placement

Quarter 2

- Tables
  - Column headings, blocked and centered
  - Ruled
  - Braced
- Enumerations
- Personal business letter
- AMS letter format
- Letters from standard paragraphs
- Computer functions
  - Margin adjustment to match other text
  - Regular and decimal tab
  - Indent tab
  - Hanging indent tab
  - Word wrap--hard and soft return

Quarter 3

- Computerized merging operation
  - Letters and memos with multiple variable features will be created utilizing the computer
- Manuscript Unit
  - Multiple page, complete document
  - Computer functions applied to document
    - Global search and replace
    - Reformat entire document
    - Move parts of the document

Forms and Printed Forms
  Related Manuscripts
    News release
    Agenda
    Minutes of meetings
    Itineraries

Quarter 4

  Employment Activities
    Letters of application, acceptance and thank you
    Resume
    Application forms--visual presentation
  Simulation Unit
    Various simulations may be used with selection available in the text or outside sources
  Timings
    During the fourth quarter, the grading scale will be based on five (5) minutes with a four (4) error maximum. Two (2) timings in a speed range will be required to earn that particular grade.

35 wpm = 60%
40 wpm = 70%
45 wpm = 80%
50 wpm = 90%
55 wpm = 100%

GRADES FOR TIMED WRITINGS

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
100 - 55	100 - 55	100 - 55	100 - 55
90 - 45	90 - 48	90 - 50	90 - 50
80 - 40	80 - 44	80 - 45	80 - 45
70 - 32	70 - 35	70 - 40	70 - 40
60 - 25	60 - 30	60 - 30	60 - 35

FINAL EXAM

Typing II, SEC 112

Mohegan Community College
Norwich, Connecticut

Mrs. Barbara Driscoll, Instructor

Spring, 1987

Name_____

PART 1--GENERAL QUESTIONS ANSWER SHEET

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

PART 1--GENERAL QUESTIONS

1. Which type size is smaller--pica or elite?

2. How many pica characters can be contained in a horizontal inch?

3. When you triple-space (TS), how many blank line spaces are left between lines?

4. How many lines must you subtract from the exact top margin to center a problem in reading position?

5. How many horizontal lines are available on paper that is 11" long?

6. What style of punctuation is being used in a letter if the salutation is not followed by a colon?

7. How many blank spaces do you leave between the 2-letter state abbreviation and the ZIP Code?

8. On an average-length business letter, the date should be typed on what line?

9. The mailing address on a large (No. 10) envelope begins how many lines from the top edge of the envelope?

10. In a modified-block style letter, the dateline and complimentary close begin where on the horizontal line of writing?

11. How many blank line spaces separate the main heading from the columns in a table?

12. To center a spread heading, how many times do you backspace for each letter, character, and space except for the last letter or character in the heading?

13. The difference between a table in exact vertical placement and a table in reading position is that the table in reading position (a) starts higher on the page; (b) starts lower on the page; (c) either (a) or (b) is correct depending on the size of the paper.

14. The number of blank line spaces between a main heading and a secondary heading is (a) 0: (b) 1; (c) 2.

15. When a source note is used in a ruled table, it appears (a) an SS; (b) a DS; (c) a TS below the last single ruling.

16. Is the body of a report usually single-spaced or double-spaced?

17. How much space is left for the bottom margin of an unbound report?

18. What spacing is used above and below a side heading in a report?

19. On what line are the second and subsequent pages of leftbound and unbound reports numbered?

20. The divider line between the last typed line of the text and the first line of the footnote in a report is how long?

PART 2--LETTERS

Directions: Second page of a two-page letter. On a plain full sheet, modified block style, blocked paragraphs; open punctuation; horizontal style for second-page heading.

Mr. Grant Jackson 2 Current date (¶ 4) An experienced travel agent might recommend one flight over another on the basis of the aircraft being used, the type or quality of the meal being served, or even the airport being used for arrival or departure. (¶ 5) Good travel agents also have first-hand knowledge of many destinations. They are able to recommend hotels they have personally inspected, suggest side trips and sight-seeing tours, and avoid inconveniences such as being stuck at a hotel miles from entertainment and recreation without available transportation. (¶ 6) Before you plan your next business or vacation trip, give your experienced agents at FarAway Travel Agency an opportunity to work with you. Your time and their efforts will make your travel adventures a more rewarding and enjoyable experience for you. Sincerely yours Ms. Mary Brace-Johnson President xx

PART 3--TABLES

Directions: Ruled table from script. Full sheet; center in exact center; DS data; 6 spaces between columns.

PROJECTED 1989 PRICES

(Based on Rate Increases of Past Decade)

Item	1979 Price	Projected 1989 Price
Broadway musical	$ 22.50	$ 45.00
Carton of cigarettes	5.41	9.35
Disneyland admission	6.00	10.25
Hospital room, per day	92.00	242.00
Hotel room	45.00	127.00
Median priced home	72,300.00	149,800.00
New York-London, air fare	764.00	1,390.00
Two-door hardtop	5,882.00	9,840.00
University tuition, per year	4,130.00	9,000.00

Source: U. S. News & World Report (October 15, 1979), p. 56.

PART 4--MANUSCRIPTS

Directions: On a plain full sheet, type the following as the last page of a left-bound manuscript (page 8).

(¶ 4) Many corporations today are known as multinationals--businesses whose operations, in addition to their sales, cross international boundaries.[2] Better international communication, decreased travel time, and greater computer efficiency have helped to create a higher level of international trade. General Electric, General Motors, McDonald's, and Nestle are just a few of the hundreds of multinational corporations that have grown out of the early decision of Chief Justice Marshall.

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[2] David J. Rachman and Michael H. Mescon, Business Today (2d ed.; New York: Random House, 1979), p. 297.

ame

Conditioning practice

each line twice SS; DS between 2-line groups

alphabet Jack Veloz hung exquisite tapestries on a wall of the academy library.

figures Of 1,208 persons who took the test in 1975, 848 passed and 360 failed.

fig/sym This Reed & Barton silver service (Desert Rose Pattern) costs $395.50.

fluency If we amend the agreement, a foreign firm may be entitled to the duty.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

Measure basic skill: sentences

1. Two 1' *speed* writings on Line 1 of 3a, above; determine *gwam*.

2. Two 1' *speed* writings on Line 4 of 3a, above; determine *gwam*.

3. Record higher *gwam*.

Measure basic skill: paragraphs

a 5' writing on the two 1's combined, determine *gwam*; circle errors; record *gwam* on the appropriate chart on LM p. 3.

all letters used | A | 1.5 si | 5.6 awl | 80% nlw |

gwam 5'

Just imagine yourself operating your own business, making the key decisions and reaping the profits that result. If you get beyond merely toying with the idea, you will realize that turning the dream into reality is not without some hitches and a lot of mind-wearying work. There are all kinds of questions that need answers before you can get to work. How do I set up a business plan? Where is the market for my goods and services? What are the sources of financing? What legal format to try? Do I want a franchise? Where do I seek guidance information from experts? Being independent is a very good feeling.

Unless you come up with hard facts in the early stages, your odds for success in business will be reduced. Without solid planning you are very likely to be swamped by the first wave of problems that usually beset firms in their early months and years of operation. Seeking all the data you need will not be so easily done. You have to read how-to-do-it books and study research findings on products, markets, and the like. You may also have to dig into library texts; phone, write, and visit data sources; consult many kinds of professionals and business experts; and even attend seminars and workshops for a quick education on basic business.

gwam 5 | 1 | 2 | 3 |

JOB 1

Type this letter in block format with open punctuation. Send it to the attention of the Employee Relations Department of the HMS Corporation 8500 South Darlington, Tulsa, OK 74135. Date line 9 (10 pitch). Supply an appropriate salutation, certified mail notation, and what you consider to be an appropriate subject line. This letter is from John Alfeld, Athletic Director. Supply any letter part not provided you.

Are you looking for a fringe benefit that your employees can enjoy and appreciate? Would you like to improve company morale at an amazingly low cost? Do you believe that happy, healthy employees are more productive? ¶ During the month of October, the Sport and Racquet Club is offering a special promotion in which your corporation can purchase a corporate membership for only $1,000. With the corporate membership, our normal $500 initiation fee is waived for all of your employees. They can take advantage of all of our excellent equipment, facilities, and programs for a $15 monthly fee. ¶ The attached flier lists all of our amenities. No other local sporting club can compare with our quality of service, our variety of equipment, and our diversity of programs. We pride ourselves in being responsive to the needs and desires of our membership. ¶ The Sport and Racquet Club has reciprocity with a chain of other athletic clubs across the United States. This means that when your employees are traveling, they have facilities available to them in other cities. ¶ Come join us at our open house on Wednesday, October 8, from 1:30 to 4:30 p.m. Guided tours of our facilities will be given then.

JOB 2

Type this letter in modified block format with mixed punctuation from Merle Peek, Publicity Director. Address it to Mrs. Arlene Sobrell, 7875 South Xenia Circle, Manchester, Mo 63011. Prepare a copy for Mr. Randall Webb. Supply the correct date for the third Thursday of next month. Body: 147 words. Supply a subject line, salutation and appropriate complimentary close.

Could you be our featured speaker at our semiannual company awards banquet next month on Thursday, Month and day, at the Renaissance Inn? ¶ You were unanimously selected by our awards committee, all of whom heard you speak at last month's Chamber of Commerce dinner. Your speech was not only current and informative, but it also was inspiring to all in attendance. ¶ For our banquet, you may select a topic of your choice to be presented in 30–45 minutes. You will be scheduled to speak at 8:00. We would be honored to have you sit at the head table for dinner at 6:00 p.m. ¶ Our company will pay you a $200 stipend for your speech. If you can be our featured speaker, please call us by the end of next week to confirm the details.

JOB 3

Type this table on a full sheet; exact center, DS column entries; 10 spaces between columns.

PROVINCES OF CANADA

Approximate Populations in the 1980's

Province	Population	Sq. Mi.
Alberta	2,135,900	225,200
British Columbia	2,687,000	336,255
Manitoba	1,027,000	251,000
New Brunswick	709,100	27,633
Newfoundland	583,600	156,185
Northwest Territories	42,800	1,304,903
Nova Scotia	858,100	21,068
Ontario	8,600,500	412,582
Prince Edward Island	124,100	2,184
Quebec	6,325,200	636,400
Saskatchewan	975,700	251,870
Yukon Territory	21,500	207,000
Total	24,090,500	3,862,280

JOB 4

Memorandum

To: All Staff
From: Susan Petrarka
Date: (Current)
Subject: Expanded Cafeteria Menu

Many employees have suggested that our cafeteria serve more "health" foods. As a result, we now offer an expanded luncheon menu. Our deli now offers a choice of white, whole wheat, pita, light rye, and dark rye breads. Select a large peach, orange, apple, or pear from our new fruit basket. Try a hot vegetable, steamed or baked, from garden-fresh stock. Taste one of the homemade soups, like clam chowder, chicken noodle, or vegetable. Or, pile your plate high from one of the best salad bars in town.

A world of healthy eating awaits you! Come join us for lunch today—and enjoy what's new.

Checkpoint: Did you remember to include your reference initials?

JOB 5

Business Report

Directions: Type the report "Exercise and Health" and the endnotes page in leftbound format. Type your name as author.

Exercise is critical to good health. Everyone benefits from exercise in moderate amounts. A good plan of daily activity and exercise should be a part of your daily routine. / The Concern ¶ As people grow older and fall into the routine of daily living, they tend to exercise much less and lead more sedentary lives. Such living patterns can contribute to many health problems.[1] In order to combat these potential health problems, a plan of regular activity and exercise must be developed and made a part of one's daily routine. / The Plan ¶ Every individual who plans to implement an exercise program should consult with his or her physician before beginning.[2] This is especially true with older individuals, individuals who are overweight, and individuals who have special health problems. ¶ There are many ways to develop and follow an exercise plan. There are reputable health clubs staffed by individuals trained to help set up and follow a program at just the right pace. The National Health Club Association provides such assistance to more than 700,000 individuals every year.[3] Member clubs provide assistance in setting up an exercise program and make suggestions for diet that can help begin the journey to good health. ¶ Once a plan is developed, it should be followed faithfully. The longer one is able to stick to the plan, and the more consistent the activity, the quicker one can expect to reach a state of robust health. Sporadic exercise, especially very strenuous exercise, can actually be harmful rather than helpful.[4] After a few weeks of regular exercise, one can really begin to see and feel the results. Unwanted pounds begin to vanish, a healthy glow returns, and a general feeling of well-being envelops the individual.[5] / Summary ¶ Everyone likes to feel healthy. Most Americans today, because they fall into the routine of eating too much and exercising too little, gradually lose their physical fitness.[6] It takes time to reach the state of poor health, and it takes time to regain good health. A good plan, perhaps developed and supervised by trained individuals at a reputable health club, can be an invaluable aid to getting back in shape. Consider exercise. It's good for your health!

NOTES

1. "Exercise—The Key to Health," Healthy Living, May 1983, p. 68 / 2. Raymond Fletcher, Five Keys to Good Health (Boston: ABC Publishers, 1981), p. 136. / 3. Fletcher, pp. 47–48. / 4. "Exercise—The Key to Health," p. 70. / 5. Fletcher, p. 51. / 6. "Exercise—The Key to Health," p. 72.

APPENDIX

Sample Handouts

CHAMPIONSHIP TYPING DRILLS

by Cortez Peters

Choose one line from Drills 1-5 on page 41, type it 10 times. Circle each individual error and then write the correct letter below each error. See example.

Just four dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes @ere moved quietly by carefully packing them.
Just fous) dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes were moved quietly by caerfully packing them.
Just four dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes were moved qu@tly by carefully packing them.
Just four dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes were moved quietly by carefully packing them.
Just four dozen boxes were moved quietly by carefully packing them.

r w ie re

With your first error correction, go to the Drill for that letter on pages 56-60. Type the first line of the drill perfect 10 times. When a mistake is made you must start the line over again to count towards the 10 perfect lines. See example. If time permits, you may continue using the same steps with each of the remaining lines.

rabbi rabbit rabid rarity raccoon race racial racism rackets 1
rabbi rabbit rabid rarity raccoon race racial racism rackets 2
rabbi rabbit rabid rarity raccoon race racial racism rackets 3
rabbi rabbis
rabbi rabbit rabid ras
rabbi rabbit rabid rarity raccoon race racial racism s
rabbi rabbit rabid rarity raccoon race racial racism rackets 4
rabbi rabbit rabid rarity raccoon race racial racism rackets 5
rabbi rabbit rabid rarity raco
rabbi rabbit rabid rarity raccoon race racial racism rackets 6
rabbi rabbit rabid rarity raccoon race racial racism rackets 7
rabbi rabbit rabid rarity raccoon ras
rabbi rabbit rabid rarity raccoon ras
rabbi rabbit rabid rarity raccoon race racial racism rackets 8
rabbi rabbit rabid rarity raccoon race racial racism rackets 9
rabbit
rabbi rabbit rabid raritu
rabbi rabbit rabid rarity raccoon ras
rabbi rabbit rabid rarity raccoon race racial racism rackets 10

The very quick typing expert just amazed our willing buffoons.
Two quick brown foxes jumped over the youngest sleeping zebra.
Their jazz expert can quickly manage to weave fabulous sounds.
Our six jumping zebras very quickly forced Harvey to withdraw.
Our lynx and zebra very quickly jumped over the wheezing frog.

DRILL 2 (Each line contains 67 strokes.)

Just four dozen boxes were moved quietly by carefully packing them.
Our famous gray squirrels jeopardized their very next black walnut.
Two black jets zipped quietly before many very highly waxed planes.
Their zebras jumped over six black squirrels following your trails.
Five or six cartons were awarded as equal major prizes by a knight.

DRILL 3 (Each line contains 67 strokes.)

Mr. Quicke extrapolated the many hazards involved by joining waifs.
Your waltz quickly amazed Jeff and Steve plus excited bright folks.
Vabor's jasmine fragrance very quickly excels prize-winning aromas.
The very quaint woman just amazed Captain Vexoray by killing gnats.
Their five boxes of prunes quickly disquieted Thomas Z. Wright, Jr.

DRILL 4 (Each line contains 64 strokes.)

Our weak jazz boys quickly consumed extra portions of light venison.
Just six dozen black fighters very quickly won prizes automatically.
Before subjecting the class to a quiz, Marke reviewed the xylophone.
The growing lack of jobs constitutes Quazady's major vexing problem.
Major Quinkploy was penalized five or six times because of fighting.

DRILL 5 (Each line contains 68 strokes.)

Our zeal in typing will quickly justify vexing hand mobility drills.
The fighting men very quickly zipped the black wood with jaded axes.
Mazel proudly enjoyed quiet living and existing without fried bacon.
A quick lizard vexed a jumping fox until he pawed the yellow bricks.
Queen Kalexdrica just awarded the big prize to my vanquished father.

Line: 60 spaces

Directions: If you are typing corrective drills on one or several letters of the alphabet, you will type five perfect lines of each line—not necessarily in succession, but in total. Begin a new line immediately upon making an error. If you are to review the entire keyboard, you will type three perfect lines of the first two lines of each drill. If additional drills are necessary, you will type three perfect lines of the final two lines of each drill.

DRILL 1 A Stroke

abstracts abstractions abash abroad ability affects affected

are argue arguments agree agreement art arts artist artistry

avert averted avoidance avalanche avail availed availability

axone axiom axis axle axenic axial aqua aquarist aquiculture

DRILL 2 B Stroke

batter battered badge badgered barren basin basket basketful

brown brought bring break breakfast brook brooks brand brain

be bees beat believe beware bewail between bewitch begin bet

basic basify base baseballs barrel barren bazooka barometers

DRILL 3 C Stroke

cab cabaret cabbage cabin cabinet cable cache cactus captain

cease ceaseless cedar cede ceded ceil ceiling cell celebrate

crop crops crack cracker cradle craft crafty cram cramp cave

center central centric ceremony centipede certain cerebellum

DRILL 4 D Stroke

dance dandruff danger dangle daze dazzled dazzling dare darn

deacon debt dead deed deeded debacle debase debate debit dew

decade decadent decedent decided deception decry desegregate

drab draft drag dragging draw dragnet dragon dragoon drained

ebb ebony ebullience excelled excellent excellence eccentric ecclesiastic ecclesiastical echelon eczema eclaire ecologist ego egocentric egoism equip equal equator equally equivalent evacuate evade evaporate evasive eve even event evolve extra

DRILL 6 F Stroke

fable fabric facade face facet facetious fade fabulous fancy fear fearless feast feature federate felicity few fewer fend fracas fraction fragile fragmentary fragmentation fragrances fatal fatalistic fat fate fathom fateful fault fatuous favor

DRILL 7 G Stroke

gab gabble gable gag gage gad gadfly gadget gaff gaffer gate gear geese geest great generic gelatinize gelatinous general gig giggle gigantic genius gift gilt ginger girl giraffe get graduate grain grand graze granite great greatest gregarious

DRILL 8 H Stroke

hiatus hibernate high hill hilly him hilum hinder historical holiday holly holy home homely homonym homeroom homicide hop human humane humor humility humanity humanize humbug humdrum hydrants hybrid hydrogen hydrology hygiene hymn hypertension

DRILL 9 I Stroke

iodic idiot iodine iodous ionic ionium ionize ionosphere ion imbricate imbroglio imitable imitate implication immediately indefatigability indefensibility individual input inimitable iniquity initiate initiation initiative injurious injustices

DRILL 10 J Stroke

jib jibe jiffy jig jigger jigsaw jitney jingle jink jive job joist joke jokes joker journal jolly jolt josh jostle jovial jugular juice juicer juicy jujitsu julep jumble jumpy jumper junction juncture jungle junk jurisdiction juror justify joy

DRILL 11 K Stroke

khaki khan kick kicker kid kidnap kidney kiss kowtow kernels kill killer kiln kilocycle kilogram kilometer kimono killers kind kindle kindly kindness kinescope kinetic kinetics knots knead kneel knell knick knife knight know knowledge knuckles

DRILL 12 L Stroke

liable liability liaison libel liberate limit liberation lie load loaf loan lobby lobe lobster local locale location lock loin loll lolly long look loop loom lower loon lowly loyalty luminescent lump lunar lunatic lung lunge luster lurk lazily

DRILL 13 M Stroke

maximum minimum milk mill militia militate military mind may minnow minikin minimal minimize mink minister ministering my mollify mollusk moment momentum monetize monk money monopoly mummy mull mumps multiplicity mullion murmur murmurous money

DRILL 14 N Stroke

numbs ninety nickel niece nibble nineteen nimble need needed noise noisy nobility nocuous nomenclature nozzle nominations nuance nuclear nucleus nudge null nullify numbers numerously numinous nurture nuptial nursery nurse nylon night neighbors

DRILL 15 O Stroke

oil oilily oiliness okra old oleomargarine olive olympic odd oleographs olympiads ominously omelets ominous omnibus omega omnificent omnipresent omnivorous once oneness onerous onion opportunity oppose opposable opponent opposition opposite on

DRILL 16 P Stroke

physical physician physics physicist physiology physiography pious piously pioneer pink pinnacle pip piping plunk plunger polish police polo poll pole polemics public publicity puppy pull pulmonary pulley pulpit pump pumpkin puny poliomyelitis

DRILL 17 Q Stroke

quack quackery quad quadrangle quadrant quintet quinine quit quaff quaffer quagmire quail quaint quake quale quick quaver quality qualified qualification qualify qualitative quandary quarrelsome query quarry quart quench quest quests questions

DRILL 18 R Stroke

rabbi rabbit rabid rarity raccoon race racial racism rackets racketeers radio radiator raffle raft rag ragged range razor rebellion recap recast recede receded receipt receipts reply revamp reveille reveal reverberate reverberant reverberation

DRILL 19 S Stroke

seclude secret secretary seaweed sedge seesaw seize seizures segregate sewage sextet sextuple sequence sequential squalid staff stage stagger staples stapler starchy state statements swag swagger swallow swampy swerve switch swell sweets swift

DRILL 20 T Stroke

tatters tattered tattoos tattooer tawdry taverns taut taught teach teachable technical technique technology teeter temper trace tract trade traction tradition tragic tragedy transact twist twister twitcher twinkle twirl twinge tweezer tweezers

DRILL 21 U Stroke

ulcerous ulcerated ulterior ultimate ultimacy ultimatum unit umbilicate umbilicus umbrage umbra umbrella umbrellas umpire unconscious unconquerable unluckily unmanly unscrupulous use upswing upstate uptake uranium upwards usable usage umpirage

DRILL 22 V Stroke

vacate vacation vacuum vagabondage vagarious vagrant various vagueness valve values valvular vampire vampirism vanquished veal veer vegetable vegetate vehicles veiling velvety velvet verse vest versus vertebra vertebras vertex vertexes vertigo

DRILL 23 W Stroke

waste water waterer waterfall watt wave wax wavy waxy waiver wear weak week wet wearily weapon weary weather weave weaver wrangle wrap wrapped wrath wreak wrought wreathe wreck wrens watch watchers watchful whack whacking whacky wrack wretched

DRILL 24 X Stroke

xanthate xanthene xanthic xanthone xenias xerarch xylophones xenophobo xenophobia xerography xylography xylem xylan axles axe axes axile axiom axiomatic axis axle axenic axial auxins auxiliary box boxes boxer boxy buxom exact exactly extremely

DRILL 25 Y Stroke

yacht yachting yak yam yank yap yard yardage yawl yaws yield yielding yip yipping yodel yodels yogart yoke yokel yolk you yore yonder your yourself young younger yoga youngster youth yourselves youthful yowl yucca yule yurt yachts yipper yolks

DRILL 26 Z Stroke

zabaglione zaffer zamia zanders zanily zaniness zany zagging zeal zealot zealous zebra zebu zenith zenithal zeolite zooms zephyr zero zeroes zest zesty zigs zigged zigging zigzagging zigzag zigzagged zinc zincate zincite zinnia zinnias zoology

Accuracy Study 9/ Spacing Drill

Purpose: To improve accuracy in spacing between words and punctuation marks.

Features: These drills are comprised of exercises in which it will be necessary to space after left- or right-hand strokes. Some of the drills require spacing after left-hand strokes, while others require spacing after right-hand strokes, and still other drills are a combination of the two. To facilitate identifying each type, each drill is labeled so that you can work on your particular spacing problem.

SPEED AND ACCURACY BUILDING PROGRAM

You can build speed and accuracy at the same time if you will just give all the time to drill asked of you by your teacher.

25 Passed_____

Each day you are to give, at the very least, five minutes of practice to these lines; all the extra time you can give now will count much for you.

30 Passed_____

You are required to type this set of drill lines every day until you can type the entire group of lines with no errors. Give every bit of spare time to this sort of typing.

35 Passed_____

As soon as you can type accurately and within one minute the lines on which you are now working, you are to proceed to the next drill. This drill has five more words than the one you have just written.

40 Passed_____

By the use of this easy program you will not fall into any habit of slow, lazy stroking. You will be trying each day to raise your stroking rate. You will also be striving for good typing that is free of mistakes of all kinds.

45 Passed_____

In typewriting, as in other skill subjects, you must keep right at it. There are no short cuts in learning to type well. You may be sure that I would have found them if they existed, for I am a firm believer in doing things with the least possible effort.

50 Passed_____

You may have noticed by this time that fewer and fewer easy words are being used in these special drills. The stroke intensity is made higher in each drill. You know, of course, that we find the stroke intensity by dividing the total number of strokes by the actual number of words in the drill.

55 Passed_____

Work is now progressing on the making of three new movies that show the making of sheets of strip, tin plate, and wire rope. This job, when completed will be a big increase in the size of Bethlehem's film library, which now has films on the making of wire, tin, structural shapes, and alloy steels.

60 Passed_____

I want to point out that your present account is not changed in any way. We do not expect that there will be any restrictions placed on credit in regard to either the amount or the time. Of course, with conditions changing as much as they are, it would be hazardous to make a statement that we promise to carry on as usual.

65 Passed_____

I am enclosing a carbon copy of your list as it was given to this office just last week. To insure your having the books by the time your school begins, I am wondering if you do not consider it a good plan to list the number of books that were used in your classes last year. This information, although not entirely accurate, is better than a guess.

70 Passed_____

Bill Stevens, who has asked for a student loan, worked in my office during the first term of last year. He was a very efficient worker, and I found him zealous and responsible to the extent that I asked that he be reassigned to this office. He ranks quite high in my opinion, and I should not hesitate, were I a trustee of the Student Loan Fund, to grant Stevens this loan.

75 Passed_____

I regret that this delay has occurred, but you may be sure that in the near future I will give you an opinion as to the effect and import of the will. Matters of this kind are of interest to me, and I like to have these questions sent to me as we all learn by experience. I am glad to be in a position where I can be of help, and there is no reason for making any change. Please accept my apologies.

80 Passed_____

I have your letter and a copy of the will. On several occasions I have started to make a study of the will, but due to many emergencies arising in this office, I have been delayed in furnishing you with an analysis. I want to complete this matter at an early date and will talk with our New York lawyers during the last week of July. I plan to meet with them in Cleveland, Ohio during the American Bar Association meeting.

85 Passed_____

DRILLS FOR NUMBER MASTERY

NUMBER-REACH REVIEW

lo9 lo9 191 191 11 99 19 91 19 91 99 9
de3 de3 d3d d3d 33 31 13 39 93 33 99 3
ki8 ki8 k8k k8k 88 89 83 81 89 88 89 8
fr4 fr4 f4f f4f 44 34 41 14 34 49 34 4
:p0 :p0 ;0; :0; 00 10 90 10 80 30 40 0
sw2 sw2 s2s s2s 22 32 32 12 39 28 32 2
ju7 ju7 j7j j7j 77 78 79 97 17 97 47 7
fr5 fr5 f5f f5f 55 53 35 35 39 35 15 5
jy6 jy6 j6j j6j 66 56 65 96 76 16 96 6

"WE 23" WORD DRILLS

we 23 or 94 it 85 up 70 oy 96 or 34 i 8
tie 583 toe 593 toy 596 top 590 tip 580
wit 234 wet 235 wey 236 wry 246 try 546
pie 083 pit 085 pet 095 pew 092 row 492
rye 463 rue 473 rut 475 rot 495 roe 493
ire 843 ore 943 owe 923 owe 323 eye 363
your 6974 pour 0974 pout 0975 rout 4975
rope 4903 ripe 4803 wipe 2803 pipe 0803
pure 0743 pore 0943 port 0945 pert 0345
were 2343 wore 2943 wire 2843 wire 2946
tore 5943 tire 5843 tier 5834 pior 0334

PROGRESS TEST

3901 3802 4703 5604 1905 2806 3707 1008

3909 8310 2911 0412 7113 2514 6615 9316

4717 9818 9319 4420 0921 7522 2723 3824

9425 5026 7227 8528 7329 9730 9631 8132

2133 4134 3035 2336 7837 3438 8939 4540

9041 9542 8443 7344 6245 1646 4147 7648

1046 9430 1951 2052 5158 9954 3755 7456